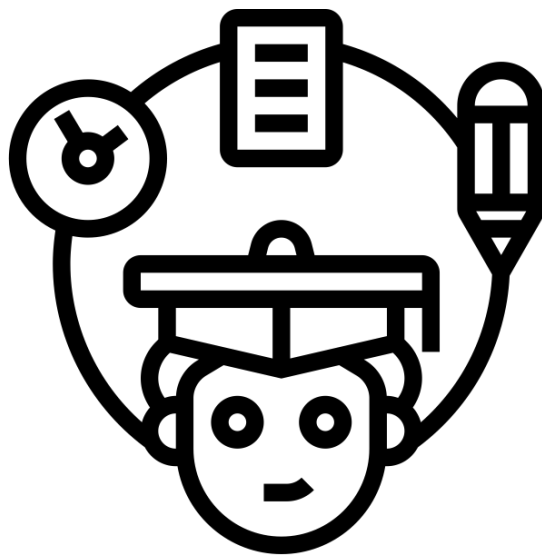


Year 6 Curriculum at William Davis



An information booklet for
parents and carers



Spring Term

How our curriculum is designed.

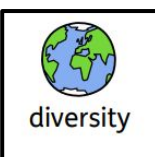
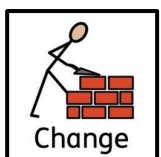
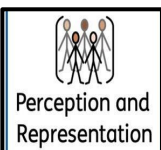
Our Curriculum Drivers

<p>Communication</p> 	<p>Being an effective communicator is a vital skill for a successful life.</p> <p>We plan for opportunities to develop children's communication skills through drama, performance, debate, presentation and discussion. We expect children to use excellent communication skills across the school day.</p>
<p>Experiences</p> 	<p>Our children learn best when knowledge is supported by practical experiences. We aim to broaden curriculum content out into much more than a series of well-remembered facts. This might be through visits, workshops, doing and making, investigating and exploring.</p>

Big Ideas

We have decided on key concepts in all subject areas, which we call our 'Big Ideas'.

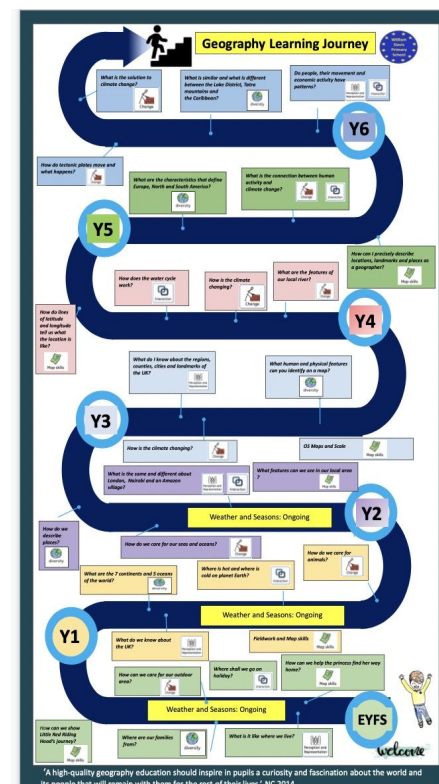
Our curriculum is carefully built around these 'Big Ideas', so that children revisit them over time, meaning they make connections and deepen their understanding..



The Curriculum for each subject is mapped out in a 'Learning Journey'. This shows the curriculum journey from Reception to Year 6. It shows how the 'Big Ideas' for each subject are revisited and built upon.

It helps teachers to know what has already been learned and what children will learn next. They can see clearly where their current subject study fits in to the bigger picture.

Learning Journeys



*A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives'. NC 2014

The Year 6 Curriculum

Year 6 2023 – 2024 Curriculum sequence on a page

Autumn 2023	Spring 2024	Summer 2024
Events: Festival of triangles/ Maths Week (Dec/Xmas fair) National Poetry Day 5th October PGL 18-20 Sep Junior Citizen 27 Sep Maths on Toast parent workshop	Events: 5 Feb CUSP Food Festival (TBC) Safer Internet Day 6 Feb World Book Day 7 March British science week 8-17 March Gorsefield (20 May) Maths on Toast parent workshop	Events: CUSP art festival (24 June) Maths on Toast parent workshop
Experiences: Natural History Museum	Gorsefield residential	Epping Forest: Orienteering
CUSP Reading <ul style="list-style-type: none"> Roof toppers (& The Listeners – Walter de la Mare) Blocks 1,2,3 Pig Heart Boy Blocks 4,5 How to live forever Block 6 	<ul style="list-style-type: none"> All Aboard the Empire Windrush Blocks 7 8 The Island Block 9 Skellig (+Flanders poem) Blocks 10, 11 and 12 	<ul style="list-style-type: none"> Intro to Dickens – Oliver Twist Blocks 13, 14,15 Dare to be You (KS2 – KS3 transition) Blocks 16, 17, 18
CUSP Writing Introduce = green (Block A) Revisit = orange (Block B) <ul style="list-style-type: none"> Autobiography A Discursive writing and speeches A Poems that create images and explore vocabulary (War poetry) A First person stories with a moral A Shakespeare (Sonnets) A Explanatory text A 	<ul style="list-style-type: none"> Extended third person narrative A Explanatory texts B Newspaper report A Autobiography B First person stories with a moral B 	<ul style="list-style-type: none"> Extended third person narrative (adventure stories) B Newspaper report B Discursive writing and speeches B Poems that create images and explore vocabulary B (Enrichment) Shakespeare (Sonnets) B (Enrichment)
Maths <ul style="list-style-type: none"> Number: Place value Number: Addition, subtraction, multiplication and division Number: Fractions A Number: Fractions B Measurement: Converting units 	<ul style="list-style-type: none"> Number: Ratio Number: Algebra Number: Decimals Number: Fractions decimals and percentages Measurement: Area, perimeter and volume Statistics 	<ul style="list-style-type: none"> Geometry: Shape Geometry: Position and direction
CUSP Science Electricity Animals including humans	Animals including humans (+ water transport) Light	Living things and their habitats Evolution and inheritance
CUSP Art and Design Drawing Block A Painting and collage Block B	Printmaking and textiles Block C	Creative Response Block F
TEACH Computing Communication + Collaboration Webpage creation	Variables in games Intro to spreadsheets	3D modelling Sensing movement
CUSP Design and Technology Structures Block D Food and Nutrition Block A	Food and Nutrition: Food festival Electrical systems Block E	
CUSP Geography Physical processes: Earthquakes, mountains and volcanoes Economic settlement and trade links		OS Maps and fieldwork (orienteering) (Gorsefield) UK, Europe and N America comparison study
CUSP History	Windrush Generation	Local History Study - how did conflict change our locality in World War 2?
Music (Sing Up) Hey Mr Miller Shadows/Composing for protest	Dona Nobis Pacem You to me are everything Twinkle variations	Race! Exploring identity through song Ame Sau Vala Tara Bal
CUSP French Where I live (Homes) Emotions and numbers – beyond 100	CUSP French Items from daily life (Money and personal effects) Learning together	CUSP French The natural world (The environment) Visiting France (Directions and transport)
PE: (PE Planning) Football + hockey Gymnastics + dodgeball	Dance + fitness Badminton + gymnastics	Orienteering + basketball Athletics + cricket
PSHE Human activity and climate change Water safety First Aid. Worry	Image sharing (Y5 unit) Alcohol /drugs Stealing	Puberty/ conception (CWP resources) Working world: In App purchases World without judgement: British values
RE <ul style="list-style-type: none"> What does it mean to be a Muslim in Britain today? What would Jesus do? Can we live by his values in 21st century? 	<ul style="list-style-type: none"> What can be done to reduce racism? What can we learn from religious and non-religious communities? 	<ul style="list-style-type: none"> Green religion: What do religious and non-religious worldviews teach about caring for the Earth? Spirited Away

Spring Term Learning

On the next few pages you will find KNOWLEDGE ORGANISERS for the spring term learning for your child.

What is a 'Knowledge Organiser'?

A Knowledge Organiser is a go-to document that identifies the key information that children need to refer to in lessons for a particular subject, and it also acts as a tool to support children in retaining and retrieving knowledge for life-long learning.

How do they help children?

They provide the essential knowledge that children need to be taught. Knowledge Organisers help them to remember key dates, key people, key events, vocabulary and definitions and key concepts.

They can be used as a fun assessment tool through quizzing, to help remember the learning.

How do they help parents?

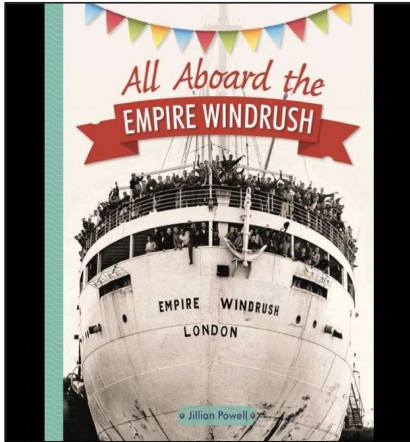
They can help parents have a better understanding of what their children are learning. They allow parents to build on this knowledge at home.

How should we use the knowledge organisers at home?

- Ask your child to talk to you about what they have learned using the knowledge organiser to support them.
- You can make up fun quizzes for your child using the information on the knowledge organiser.
- Ask your child to make a quiz for you too!
- It is particularly helpful if children can practise learning the key vocabulary at home. Vocabulary has been shown to be a key factor in children's overall progress.

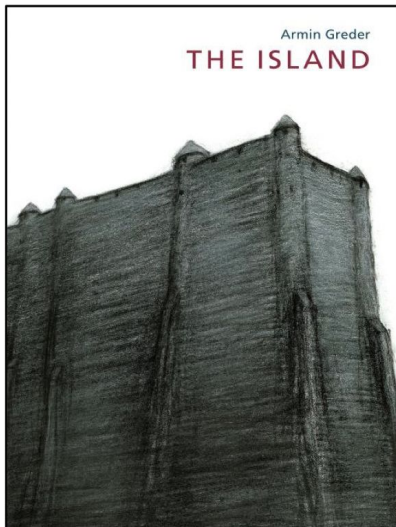
Reading

This term we will be reading the following books as a class:



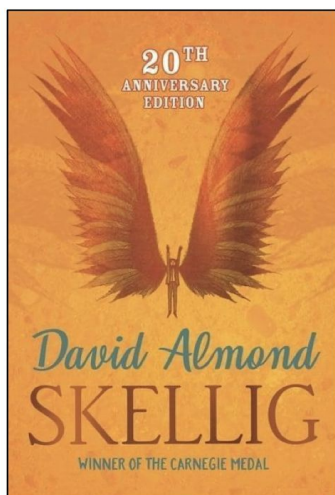
ISBN: 978-1510-45394-4

In 1948, the Empire Windrush sailed from Jamaica to Britain - on board, passengers hoping for a better life ahead. The narrative is told through a diary, written by an eleven-year-old boy called Preston, alongside factual commentary. It explains the reasons why people from the West Indies, amongst others, chose to make the journey, what life was like on board and the challenges they faced in making a new home in another country. Towards the end, the reader learns how the Windrush generation has contributed to British society today, including cultural events such as the Notting Hill Carnival. The use of archived photographs helps to bring the events to life for the reader.



ISBN: 978-1741-75266-3

This haunting picture book, illustrated with striking charcoal images, is about how human beings respond to outsiders. When a man is washed up on the islanders' beach, they are very unwelcoming. He appears different to them and is treated as a potential threat. Although at first they feel they can't send him back out to sea, his presence continues to cause a problem. The fisherman is the only one from the island who tries to be kind to the man. Collectively, the islanders convince each other that the man is a danger and push him back out to sea, burning the fisherman's boat to punish him for showing kindness. In a final demonstration of their paranoia, the islanders build a wall around the island to keep others out.



Having moved to a new house, Michael, the narrator, discovers an unusual being, called Skellig, in a dilapidated garage. Half man, half beast, Skellig is seemingly unwell. As his parents are distracted by the illness of a new baby, Michael feels he can only confide in his new neighbour, a girl called Mina. Together they help Skellig to recover and experience some magical times with him, all against the backdrop of concern over the survival of the new baby. In a magical ending, Skellig breathes new life into the baby and then leaves Michael and Mina, between whom a strong bond has developed.

Writing

Knowledge Organiser Extended third person narrative (Year 6)

Third person perspective

3

is written in the third person from an outside perspective. The pronouns *it*, *they*, etc. are used.

Simple past and past progressive tenses



The **simple past** is used for actions that were completed in the past, e.g. *It looked like a war zone.*

The **past progressive** is used for actions that took place in the past over time, e.g. *A storm was coming.*

Descriptive devices



- expanded noun phrases, e.g. *a strange line of debris*
- adverbs e.g. *desperately shuttering their windows*
- similes e.g. *Nimble as a squirrel*
- personification e.g. *the angry elements.*

Accurate punctuation of dialogue to tell the story



Describe events through what characters say and how they say it, e.g. *"The phone lines are down so I need you to go and find Dad – I have to talk to him. Go!"*.

Sentence types



Multiclausal sentences are used to describe in detail, e.g. *He peered up through the heavy rain and watched the darkening clouds tumbling in from the south-east.*

Shorter sentences are used to convey urgency and create impact, e.g. *They went in through a side door. The tree shifted. There was an ominous crack.*

Knowledge Organiser Explanatory texts (Year 6)

Third person perspective

3

written from an outside perspective using the pronouns *he*, *she*, *they*, *it*, etc.

Simple present and present progressive tenses



- **simple present tense:**
actions happening now, e.g.
As these chambers fill up, ...
- **present progressive tense:**
actions that are ongoing now, e.g.
As these chambers are filling up, ...

Passive verb form



employed when the subject of the sentence has an action done to it, e.g. *The entire Roman town of Pompeii was famously destroyed by Mount Vesuvius in AD 79.*

Tier 3 technical vocabulary



subject-specific vocabulary used for precision and an expert voice, e.g. *mantle*, *viscous*

Conjunctions, adverbs and prepositions to show time, place and cause



- *When the pressure gets too much, ...*
- *It moves quickly up through thin tube-like vents ...*
- *In certain places, magma from the mantle ...*

Organisational and presentational devices



Features such as subheadings, paragraphs, bullet points and explanatory diagrams are used to help the reader to navigate and understand the text.

Writing

Knowledge Organiser News reports (Year 6)

Third person perspective

3

is written in the third person from an outside perspective using the pronouns *it*, *they* etc.

Use of simple past and past progressive tenses



- **simple past** – actions completed in the past
e.g. "It was completely unexpected ..."
- **past progressive** – actions that took place in the past over time
e.g. *Emergency services were searching the sites ...*

Formal Language



is used to show respect and professionalism towards someone we do not know, e.g. *This, in turn, prompted calls from the federal government ...*

Informal grammatical structures



These may be used when quoting direct speech. For example:

- **colloquialisms** – informal, non-standard expressions, e.g. *dodged a bullet*
- **contractions** – two words contracted together where missing letters are marked with an apostrophe, e.g. *haven't*

Modal verbs



come before another verb and tell us how possible or likely something is, e.g. *another earthquake could happen ...*

Organisational and presentational devices



are features such as headings, subheadings and images. They also include:

- **captions** – short pieces of text next to an image to describe or explain what it shows
- **a byline** – a line in a news report naming the writer.

Knowledge Organiser Autobiography (Year 6)

First person perspective

1

is written in the first person from the author's perspective (through their eyes) using the pronouns *I*, *me*, *we*, *us*.

Simple past and past progressive tenses



- The **simple past** tense is used for actions that were completed in the past, e.g. *Rugby was about the only thing I enjoyed.*
- The **past progressive** tense is used for actions that took place in the past over time, e.g. *At first, it was really thrilling, like an exotic cruise.*

Conjunctions, adverbs and prepositions

These are devices used to show



time, place and cause, e.g.

At first, it was really thrilling, like an exotic cruise.

Our dreams of moving in to a pretty house in a lush garden under bright, blue skies were soon shattered ...

Relative clauses



add information to sentences using a relative pronoun, such as *who*, *what* or *which*, e.g.

The promise of moving to a country with a better standard of living, where the sun shone and there was space to run, was irresistible.

Describe events factually and chronologically



By the third week of our six-week voyage, though, the excitement had completely worn off.

The sense of relief as we finally docked at Sydney in March 1963 was palpable.

Opinions / personal response to events



Emotive words and precise word choices are used to indicate the response to events described, e.g. *Our dreams of moving in to a pretty house in a lush garden under bright, blue skies were soon shattered as we were herded into a cramped, sweaty migrant hostel.*

Writing

Knowledge Organiser

First person stories with a moral (Year 6)

Include a moral

Throughout the story, a moral or lesson is learnt, e.g. ... *greed is a curse that harms everyone it touches.*



Use first person perspective

Write in the first person from the author's perspective (through their eyes). Use the pronouns *I*, *me*, and *we*.



Develop settings, characters and atmosphere through precise description



Use:

- **expanded noun phrases**, e.g. *the ornate wooden nightstand*
- **adverbs** e.g. *before cautiously reaching out my finger*
- **figurative language** (metaphors and similes), e.g. *I loved it with a passion that burnt more fiercely than the midday sun.*

Use conjunctions, adverbs and prepositions to show time, place and cause

- *When I awoke, I wondered ...*
- *Silenus was lost, fuzzy-headed and feeling the worse for wear so I invited him to stay ...*
- *There was a single rose in a thin, delicate vase on the table ...*



Use cohesive devices to link ideas

Pronouns, synonyms, adverbs and conjunctions can be used to link ideas, e.g. *If you think about it, gold isn't much use to anyone. You can't eat it, drink it ...*



Use dialogue to convey character

Develop characters through what they say, how they say it and what others say about them, e.g. *"Very well, you asked for it," he replied with a sigh.*



Maths

Statistics		Knowledge Organiser	
Key Vocabulary	Interpreting Data	Pie Charts	
bar chart	Information can be show in tables, charts or graphs.	Pie charts represent discrete data.	
pictogram	Interpreting data simply means understanding or working out what is being shown by a table, graph or chart and being able to answer questions about that information.	A circle is divided into segments, where each segment represents a data category. The size of each segment matches its proportion of the total amount.	
frequency table		<p>A pie chart to show children's favourite sports</p> <p>Key</p> <ul style="list-style-type: none"> swimming netball football gymnastics 	
tally chart			
pie chart			
discrete data	Line Graph		
continuous data	Line graphs are used to show changes to a measurement over time.	24 children were asked in total.	
line graph	Data shown in a line graph is continuous.	Swimming = $\frac{1}{2}$ so $\frac{1}{2}$ of 24 = 12 children	
sum	Sets of points are joined together to make the line.	Netball = $\frac{1}{4}$ so $\frac{1}{4}$ of 24 = 6 children	
difference	<p>A line graph to show the length of shadows over time</p> <p>April May</p>	Football = $\frac{1}{8}$ so $\frac{1}{8}$ of 24 = 3 children	
comparison		Gymnastics = $\frac{1}{8}$ so $\frac{1}{8}$ of 24 = 3 children	
interpret			
mean average			

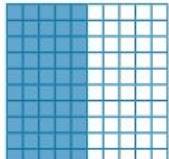
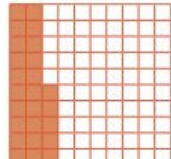
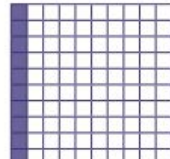
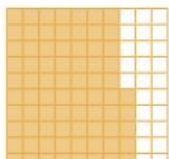
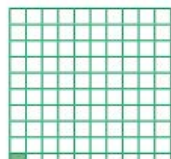
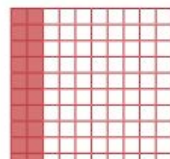
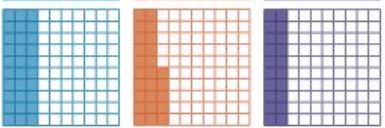
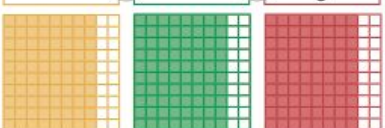
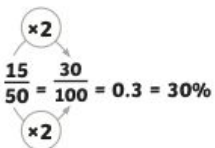
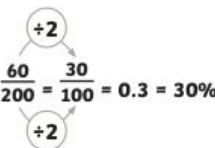

Statistics		Knowledge Organiser																								
Bar Chart	Pictogram	Frequency Table	Mean Average																							
A bar chart has a horizontal axis and a vertical axis. Bars show the data value of each category. There must be a gap between each bar. The scale of the bar chart is chosen based on the data range.	This graph uses pictures or symbols to represent the data. The pictogram uses one picture or symbol to represent a value.	Tally marks are used to help count things. Each vertical line represents one unit. The fifth tally mark goes down across the first four to make it easier to count.	The mean is the average of a set of data.																							
<p>A Bar Chart to Show the Temperature at Lunchtimes</p>	<p>Class 10's Pets</p> <p>□ = 4 Children</p>	<table border="1"> <thead> <tr> <th>Eye Colour</th> <th>Tally</th> <th>Frequency</th> </tr> </thead> <tbody> <tr> <td>brown</td> <td> </td> <td>6</td> </tr> <tr> <td>blue</td> <td> </td> <td>8</td> </tr> <tr> <td>green</td> <td> </td> <td>3</td> </tr> <tr> <td>grey</td> <td> </td> <td>4</td> </tr> <tr> <td>hazel</td> <td> </td> <td>5</td> </tr> </tbody> </table> <p>The frequency column is completed after all the data has been collected.</p>	Eye Colour	Tally	Frequency	brown		6	blue		8	green		3	grey		4	hazel		5	<p>To find the mean or average, add up all of the values to find the total. Divide the total by the number of values that you added together. This will give you the mean.</p> <table border="1"> <tr> <td>12</td> <td>15</td> <td>10</td> <td>8</td> <td>15</td> </tr> </table> <p>$12 + 15 + 10 + 8 + 15 = 60$ $60 \div 5 = 12$</p> <p>The mean of this data is 12.</p>	12	15	10	8	15
Eye Colour	Tally	Frequency																								
brown		6																								
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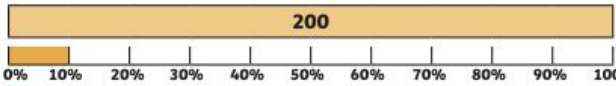
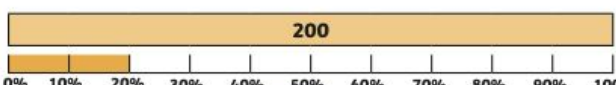
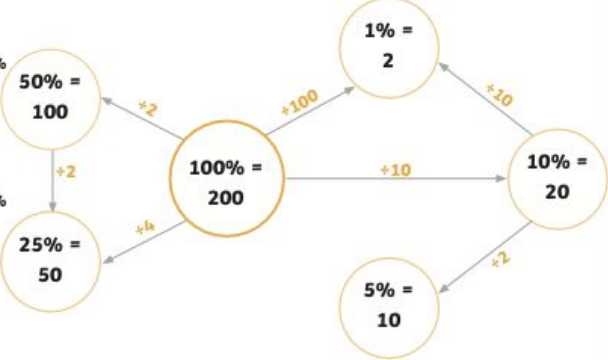
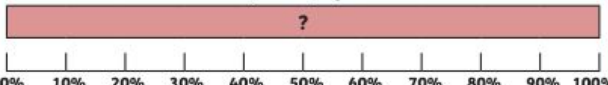
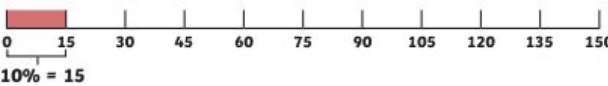

Maths

Algebra		Knowledge Organiser	
Key Vocabulary		Linear Number Sequences	
term to term rule	A linear number sequence is a sequence where each value increases or decreases by the same amount each time. Each number in a linear number sequence is called a term . The constant change between each number is called the term to term rule. To identify the term to term rule , find the difference between two adjacent terms.		
variable	When you know the term to term rule, you can use it to find the next number in the sequence. It can also be used to find a missing number within a sequence.		
unknown			
expression			
equation	Forming Expressions		Forming Equations
formula	Add 14 to a $a + 14$ Subtract 20 from b $b - 20$ Multiply c by 4 $4c$ 12 more than d $d + 12$ Multiply e by 3 and subtract 5 $3e - 5$ Add 12 to f and then multiply by 2 $2(f + 12)$		$a + 14 = 20$ $b - 20 = 15$ $4c = 28$ $d + 12 = 30$ $3e - 5 = 10$ $2(f + 12) = 44$
one-step equation	An expression is a group of numbers, letters and operation symbols.		
two-step equation	An equation is a number statement with an equal sign (=). Expressions on either side of the equal sign are of equal value.		
substitution			
pairs of unknowns	Formulas / Formulae		
enumerate	(The word formula has two possible plural forms, formulae and formulas.) A formula is a special type of equation that shows the relationship between different substituted variables. Formulas are often used in geometry to find area and volume.		

Algebra		Knowledge Organiser																									
Equations with Pairs of Unknowns		Enumerating Possibilities																									
In an equation with two unknown numbers, there may be several possible values for the unknowns that will balance the equation.		Enumerating means making a complete list of answers to a problem.																									
$ab = 18$ <table border="1"> <thead> <tr><th>a</th><th>b</th></tr> </thead> <tbody> <tr><td>1</td><td>18</td></tr> <tr><td>2</td><td>9</td></tr> <tr><td>3</td><td>6</td></tr> <tr><td>6</td><td>3</td></tr> <tr><td>9</td><td>2</td></tr> <tr><td>18</td><td>1</td></tr> </tbody> </table>	a	b	1	18	2	9	3	6	6	3	9	2	18	1	$2a + b = 10$ <table border="1"> <thead> <tr><th>a</th><th>b</th></tr> </thead> <tbody> <tr><td>2</td><td>6</td></tr> <tr><td>3</td><td>4</td></tr> <tr><td>4</td><td>2</td></tr> <tr><td>5</td><td>0</td></tr> </tbody> </table>	a	b	2	6	3	4	4	2	5	0	• Use a system for finding the possibilities. • Organise your findings in an ordered list or table. • Have a way of deciding when all possibilities have been found.	There are four ice cream flavours.
a	b																										
1	18																										
2	9																										
3	6																										
6	3																										
9	2																										
18	1																										
a	b																										
2	6																										
3	4																										
4	2																										
5	0																										
		Two scoops of two different flavours give six possible combinations.	<ul style="list-style-type: none"> chocolate and strawberry chocolate and vanilla chocolate and mint strawberry and vanilla strawberry and mint vanilla and mint 																								
Solving One-Step and Two-Step Equations																											
In algebra, missing numbers in equations are represented by letters. Any letter can be used but often the letter x is used. An algebraic x is written to look different to a normal letter 'x' to avoid confusion.		The multiplication sign is not used in algebra to avoid confusing it with the algebraic x used to show a missing number. Inverse operations are used to isolate the letter on one side of the equation.																									
$3x = 15$	$2x + 4 = 10$																										

Maths

Percentages	Knowledge Organiser		
Key Vocabulary	Equivalent Fractions, Decimals and Percentages	Order Fractions, Decimals and Percentages	
per cent (%) = 'out of 100'			
percentage	$\frac{50}{100} = \frac{1}{2} = 0.5 = 50\%$	$\frac{25}{100} = \frac{1}{4} = 0.25 = 25\%$	$\frac{10}{100} = \frac{1}{10} = 0.1 = 10\%$
discount			
equivalent fraction	$\frac{75}{100} = \frac{3}{4} = 0.75 = 75\%$	$\frac{1}{100} = 0.01 = 1\%$	$\frac{20}{100} = \frac{2}{10} = 0.2 = 20\%$
equivalent decimal	$\frac{3}{10} > 25\% > 0.2$ 		
convert	$80\% = 0.8 = \frac{4}{5}$ 		
compare	$\frac{80}{100} = 80\%$ $\frac{80}{100} = 80\%$ $\frac{80}{100} = 80\%$		
order	Fractions to Percentages  		
the whole			

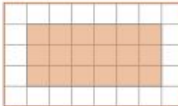
Percentages	Knowledge Organiser
Finding a Percentage of an Amount	
$50\% = \frac{1}{2}$ so we can divide by 2  $10\% = 20$ 	$25\% = \frac{1}{4}$ so we can divide by 4 $1\% = \frac{1}{100}$ so we can divide by 100
$10\% \text{ of } 200 = 20$ $200 \div 10 = 20$ $20 \times 3 = 60$ $30\% = 60$ $20 \div 2 = 10$ $5\% = 10$ $35\% \text{ of } 200 = ?$ $35\% = 30\% + 5\%$ $60 + 10 = 70$ so 35% of 200 = 70	
Percentages - Missing Values	
Whole value (100%) of bar model = ?   $10\% = 15$ We know $10\% = 15$ $10\% \times 10 = 100\%$ (the whole) so $15 \times 10 = 150$	
	

Maths

Key Vocabulary
perimeter
area
volume
cubic units (e.g. cm ³)
cuboid
width
length
rectangle
rectilinear
parallelogram
perpendicular height

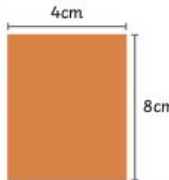
Area of Rectangles

length × width = area of a rectangle



Counting squares:
area = 18cm²

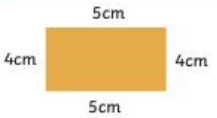
Use formula:
6cm × 3cm
area = 18cm²



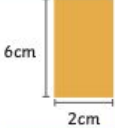
8cm × 4cm area = 32cm²

Perimeter of Rectangles

perimeter = length + width + length + width or (length + width) × 2



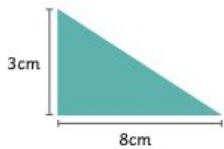
5cm × 4cm perimeter = 18cm



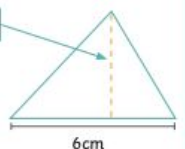
(6 + 2) × 2 = 16cm

Area of Triangles

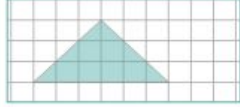
base × perpendicular height ÷ 2 = area of a triangle



8cm × 3cm ÷ 2
area = 12cm²



perpendicular height = 5cm
6cm × 5cm ÷ 2
area = 15cm²




Counting squares:
6 whole squares = 6cm²
6 half squares = 3cm²
6cm² + 3cm² = 9cm²
area = 9cm²

Using formula:
6cm × 3cm ÷ 2 = 9cm²




Perimeter and Area

Shapes with the same area can have different perimeters.




area = 8cm² perimeter = 12cm




area = 8cm² perimeter = 18cm

Shapes with the same perimeter can have different areas.




area = 8cm² perimeter = 12cm

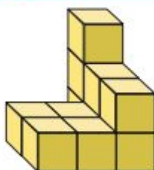


area = 5cm² perimeter = 12cm

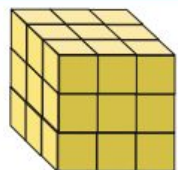
Volume - Counting Cubes



= 1cm³



11cm³

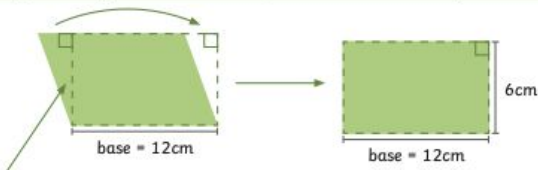


27cm³

Area of Parallelograms

base × perpendicular height = area of a parallelogram

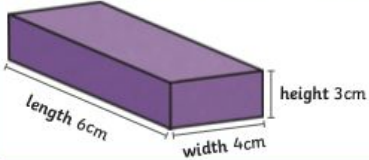
A parallelogram can be transformed into a rectangle.



perpendicular height = 6cm 12cm × 6cm = 72cm²

Volume of Cuboids

length × width × height = volume of a cuboid








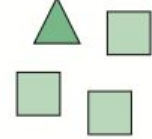



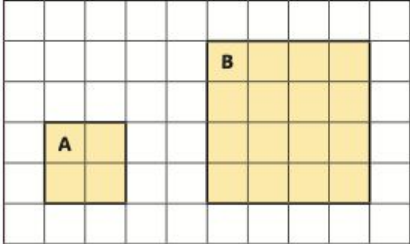
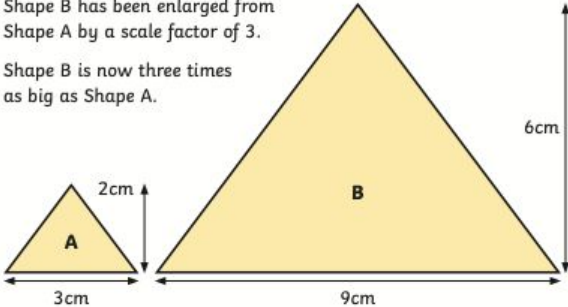

length 6cm width 4cm height 3cm

Multiply dimensions in **any** order:
3cm × 6cm × 4cm
volume = 72cm³



Maths

Ratio		Knowledge Organiser
Key Vocabulary	Ratio Language	The Ratio Symbol
ratio	For every 1 circle, there are 2 triangles. 	 The ratio of footballs to rugby balls: 1:4 The ratio of rugby balls to footballs: 4:1
proportion		
"for every... there are..."	For every 2 bananas, there are 3 apples. 	
part		
whole	For every 1 football, there are 3 rugby balls. 	
scale factor		 The ratio of circles to triangles: 2:3 The ratio of triangles to circles: 3:2
enlargement	Ratio and Fractions	
similar shapes	 For every 1 rugby ball, there are 2 footballs. Ratio of rugby balls to footballs: 1:2 $\frac{1}{3}$ of the balls are rugby balls.	 The ratio of apples to bananas: 1:2 The ratio of bananas to oranges: 2:3 The ratio of apples to bananas to oranges: 1:2:3 The ratio of oranges to bananas to apples: 3:2:1
length		
width		
perimeter	 For every 1 triangle, there are 3 squares. Ratio of triangles to squares: 1:3 $\frac{1}{4}$ of the shapes are triangles.	
		

Ratio		Knowledge Organiser
Ratio and Proportion Problem-Solving	Scale Factors	
<p>To use the ingredients for 1 person, you divide all the quantities by 10 ($\div 10$).</p> <p>Ingredients for Fruit Smoothie (serves 10 people)</p> <ul style="list-style-type: none"> 800g of bananas 500g of strawberries 200g of raspberries 700ml of milk 300ml of natural yogurt <p>To use the ingredients for 5 people, you halve all the quantities ($\div 2$).</p> <p>To use the ingredients for 20 people, you double all the quantities ($\times 2$).</p>	 <p>Shape A has been enlarged by a scale factor of 2 to make Shape B. Shape B is now two times as big as Shape A.</p>	
<p>In a bag of 15 sweets, there is 1 smiley face sweet for every 4 love heart sweets.</p> <p>Therefore, there will be 3 smiley face sweets and 12 love heart sweets in the bag.</p>	 <p>Shape B has been enlarged from Shape A by a scale factor of 3. Shape B is now three times as big as Shape A.</p>	
		

Science



SCIENCE

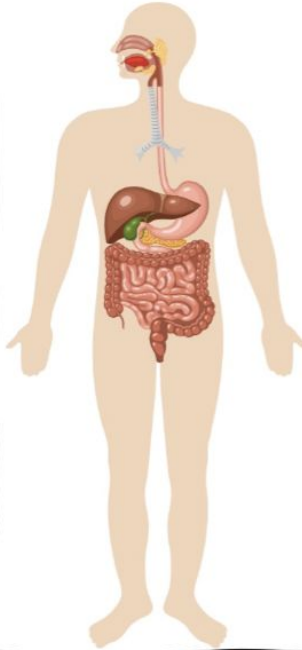
INTRODUCE

Animals, including humans:
water transportation

Year _____

Term _____

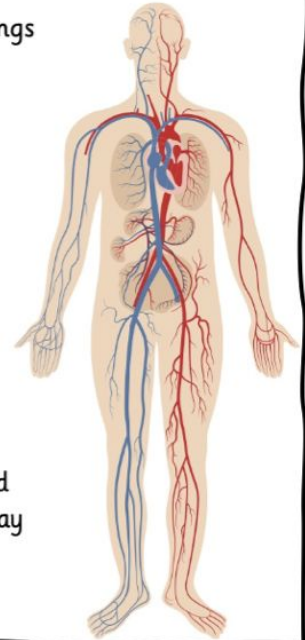
Digestive System



mouth
|
teeth
|
tongue
|
oesophagus
|
stomach
breaks down
nutrients and water
|
small intestine
absorbs nutrients
|
large intestine
absorbs water
|
rectum

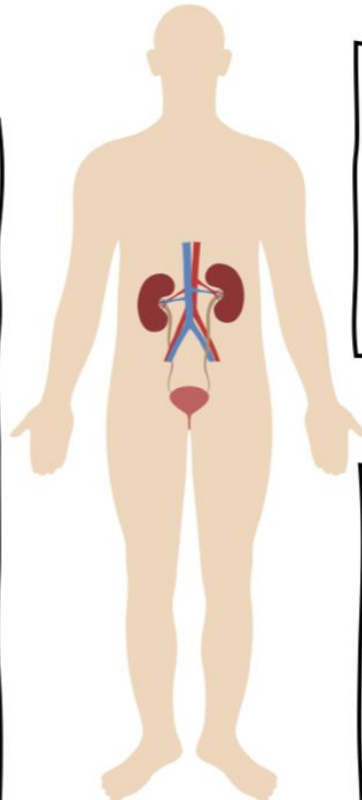
Circulatory System

oxygenated blood from lungs
|
heart pumps blood
via arteries
|
transport nutrients
|
transport oxygen
|
veins and capillaries
deliver nutrients
and oxygen
to muscles and cells
|
deoxygenated blood and
waste products taken away
|
filtered and expelled
from the body



kidneys


located either side of the vertebrae
|
right kidney
(as you look from your eyes)
slightly lower due to the position
of the liver
|
blood enters the kidneys
|
filter out waste substances the
body does not need
|
kidneys clean the blood
|
waste materials must be dissolved
in liquid – water
|
that's why urine is liquid
|
two kidneys clean about 180 litres
of blood in 24 hours!



kidneys are sophisticated

adjust the amount of water
they excrete
|
on hot days we lose water
through sweat
|
urinate less as the body needs to
conserve water to avoid
dehydration

bladder

muscular sac that receives
urine from the kidneys
|

|
stores urine before excretion
|
contracts to expel urine

Science



SCIENCE

ELABORATE and BUILD
on the KNOWLEDGE of LIGHT

Year ____
Term ____




visible form of **energy**

natural or man-made

sometimes called **white light**

- a colourless light that contains all the colours of the visible spectrum

a light source **emits** light







light

only travels in **straight lines**

300,000,000 metres each second

circumnavigates the Earth **7.5 times** in just **one** second

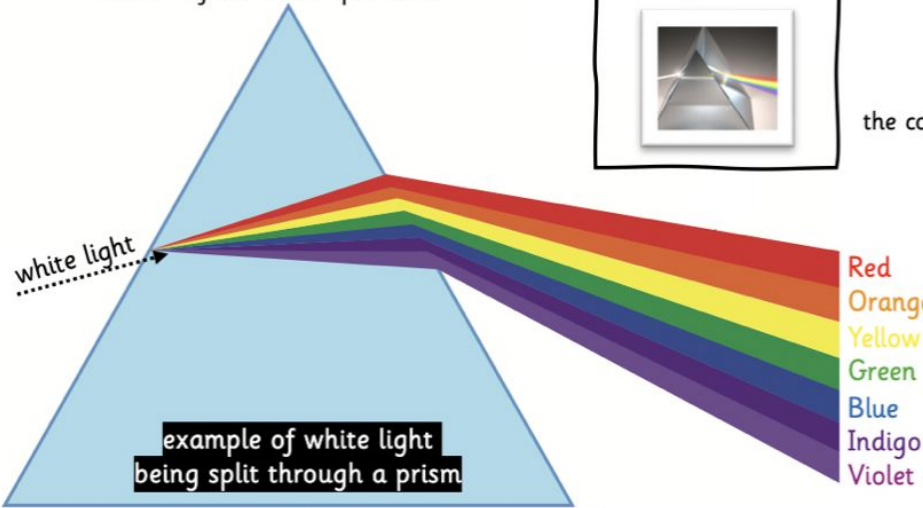
visible spectrum

white light is shone through a **prism**

the colours of the visible spectrum **separate**


produce a rainbow (colours of the visible spectrum)

example of white light being split through a prism




prism

transparent object with two triangular ends and three rectangular sides.



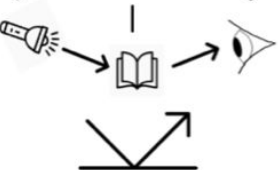
In 1666 (more than 300 years ago) **Isaac Newton** discovered light was made of colours

when spun, the colours of the visible spectrum combine to form white




we see an object

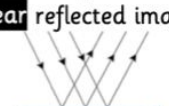
light is **reflected** off a surface and enters our eyes



shiny or **smooth** surfaces

reflect light in the **same** direction

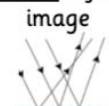
clear reflected image



rough surfaces

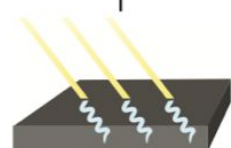
reflect light in a **scattered** direction

less clear reflected image



dull or **dark** surfaces

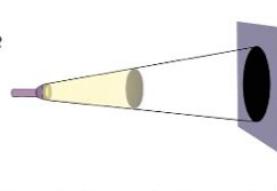
absorb light and heat energy



shadow

when an object blocks the path of light

a space that lacks light



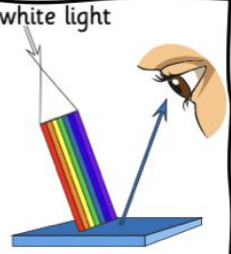
How we see colour

objects that have colour pigments **absorb** light

a blue object absorbs all other light colours

blue is the only colour reflected and seen

white light



History



HISTORY

INTRODUCE Windrush Generation

Year ____
Term ____

WHERE?

The **Caribbean islands** form a massive archipelago in the Caribbean sea.

archipelago

a sea with many islands.

Continent: **North America**

Latitude: near the **Tropic of Cancer**

independent countries such as, Antigua & Barbuda, The Bahamas, Haiti and Jamaica.

dependent territories such as, Anguilla, Cayman Islands, and Guadeloupe.

Caribbean people mostly African descendants



WHAT?

World War 2
1939 – 1945



The Allies

(United Kingdom, United States, USSR and many more)

Vs



The Axis

(Germany, Italy, Japan and a few more)

Volunteers needed!

It was a hard-fought war. Britain asked for help to fight against the Nazis.



Men and women from the Caribbean volunteered to fight with Britain and its allies against Hitler.

Over 10,000 Caribbean men and women volunteered



Royal Air Force
Royal Navy
Merchant Navy
Army regiments



AS A RESULT

After World War 2 had been won

volunteers from the Caribbean



demobbed

(troops demobilised - sent home)

BUT

Britain had a shortage of people to work

Britain was **desperate** for workers in:



• construction

• manufacturing goods



• public transport and hospitals



men and women from the Caribbean were ambitious, hard-working and highly skilled

Britain offered work and citizenship if they migrated

Tuesday, 22nd June 1948

MV Empire Windrush

brought 1000 people from Caribbean



smartly dressed and proud, they arrived at **Tilbury Docks** in Essex



Caribbean-British settlers had begun to live and work in Britain



Passengers from MV Empire Windrush spent their first night in the **Clapham South Deep Shelter**



many took jobs and settled near Lambeth, Brixton, Wandsworth and Greenwich in London

1950s

Caribbean migrants met with hostility and **racism**.

In 1959 **Kelso Cochrane**, a young black man, was murdered in London. The case was never solved.

Protests took place demanding change

1959 - an undeterred Caribbean community set up **Notting Hill carnival** to celebrate a 'black British culture'

THE LEGACY



second and third generation of Black Britons

suffered because of **ignorance** and **misunderstanding**

some had rights removed or were deported

enabled British **culture** to become

- ✓ more tolerant
- ✓ multicultural
- ✓ accepting

Religious Education and World Views

Key Vocabulary

Racism	Racism is when people are treated unfairly because of their skin color or background.
Tolerance	Willingness to accept feelings, habits, or beliefs that are different from your own.
Prejudice	An unfair feeling of dislike for a person or group because of race, sex, religion
Justice	Fair treatment
Hate speech	Any kind of communication in speech, writing or behaviour that attacks or discriminates against a person or group's identity
Acceptance	The act of accepting something or someone



John Wesley
One of the founders of the **Methodist church**. He campaigned against poverty, slavery and injustice.

Year 6 Spring Term
What can be done to reduce racism?
Can religion help?



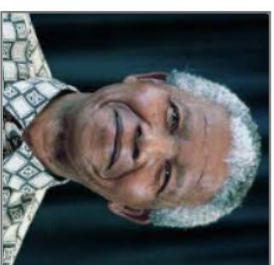
<p>"Do to all people as you would wish to have done to you; and reject for others what you would reject for yourself." Muslim, Hadith of Abu Dawud</p>	<p>The Greatest Commandment: "Love the Lord your God with all your heart and with all your soul. Love him with all your strength and with all your mind. And, "Love your neighbour as you love yourself." Christian, Luke 10:28</p>	<p>"I am a stranger to no one, and no one is a stranger to me. Indeed, I am a friend to all." Sikh, Guru Granth Sahib 1299</p>
<p>"What is hateful to you, do not do to your fellow human" Jewish, Talmud: Shabbat 31a</p>	<p>"No one of you is a believer until he loves for his brother what he loves for himself." Muslim, Fory Hadith of an-Nawawi,13</p>	<p>"This is the sum of duty; do naught onto others what you would not have them do unto you." Hindu, Mahabharata 5,1517</p>
<p>"A person should treat all creatures as he himself would be treated." Jain religion, Sutrakrtangas1,11.33</p>	<p>"Strong One, make me strong Friend May all beings look on me with the eye of a friend May I look on all beings with the eye of a friend May we look on one another with the eye of a friend" Hindu, Yajur Veda 36.18</p>	<p>"Grant that we may not so much seek To be consoled as to understand To be understood as to understand To be loved as to love." Christian, St Francis of Assisi (1181-1226)</p>
<p>"Blessed is he who prefers his brother before himself." The Baha'i Faith, Tablets of Bah' a'u'llah, 71</p>	<p>"That nature only is good when it shall not do unto another whatever is not good for its own self." Zoroastrian, Dadistan-i-Dinik, 94,5</p>	<p>"Hurt not others in ways that you yourself would find hurtful." Buddhist, Udana-Varga 5,1</p>



Dr Hany El Banna



Rosa Parks



Nelson Mandela

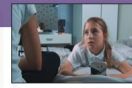


Edward Colston
A merchant who made some of his fortune from the **slave trade**. Colston used his wealth to provide financial support to hospitals, schools, workhouses and churches throughout England

PSHE

1decision PSHE Knowledge Organiser

Module: Computer Safety
Topic: Image Sharing and Adults' & Children's Views



Years
4-6

Key Facts

- It is important to understand how to report concerns and get support with issues online
- The characteristics of friendships include: mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties

By the end of these topics, I should:

- list reasons for sharing images online
- identify rules to follow when sharing images online
- describe the positive and negative consequences of sharing images online
- recognise possible influences and pressures to share images online

Ask me a question!

- What could be the positive and negative outcomes of sharing an image online?
- What do people need to think about before they share an image online?

I will learn the following new words/phrases:

Application	A computer program that is designed for a particular purpose.
Survey	Look closely at or examine.
Kind action	The fact or process of doing something kind or good.
Image sharing	The act of sending or posting an image online.
Illegal	Against the law or breaks the rules.



1decision

1decision PSHE Knowledge Organiser

Module: Keeping/Staying Healthy
Topic: Alcohol and Summative Assessment



Years
4-6

Key Facts

- There are associated risks with legal and illegal harmful substances, such as smoking, alcohol use and drug-taking
- Mental wellbeing is a normal part of daily life, in the same way as physical health
- It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough

By the end of these topics, I should:

- identify what is a risky choice
- identify the risks associated with alcohol (+ drugs - extension)
- describe how alcohol can affect your immediate and future health
- develop and recognise skills and strategies to keep safe

Ask me a question!

- What affects can alcohol have on your body?
- If you or anyone you know is struggling with a mental health issue, what could you do?
- Extension lesson question - what affects can drugs have on your body?

I will learn the following new words/phrases:

Alcohol	A chemical called ethanol that is found in alcoholic drinks.
Ethanol	A chemical compound that is a type of alcohol.
Fermentation	A chemical change that happens in vegetable and animal substances.
Unit	A way to tell how strong your drink is.
Legal age limit	An age under or over which something can or cannot be done.
Alcohol poisoning	When a person drinks a toxic amount of alcohol.

Extension Lesson Vocabulary

Cannabis	A drug that comes from a plant.
Illegal drugs	Drugs which a person is not allowed to own or use.
Mental illness	Health conditions involving changes in thinking, emotion or behaviour.
Criminal offence	The act of breaking a law or rule or doing something wrong.
Substances	The material, or matter, of which something is made.

1decision

PSHE

1decision PSHE Knowledge Organiser

Module: Being Responsible

Topic: Stealing and Summative Assessment



Years
4-6

Key Facts

- The characteristics of a friendship include: mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- It is important to give and seek permission in relationships with friends, peers, and adults

I will learn the following new words/phrases:

Consent	To give permission or approval, to agree.
Possession	The condition of having or owning something.
Permission	Approval to do something.
Trust	Firm belief in the reliability, truth, or ability of someone or something.
Borrowing	When you take and use something that belongs to someone else, with their permission. After using it, you return it.
Stealing	When you take something from someone without permission and do not intend to return it.
Responsible	Having good judgement and the ability to act correctly and make decisions on your own.
Irresponsible	Not thinking enough or not worrying about the possible results of what you do.

By the end of these topics, I should:

- explain what consent means
- recognise the importance of being honest and not stealing
- explain why it is important to have a trusting relationship between friends and family
- identify how making some choices can impact others' lives in a negative way

Ask me a question!

- What are the differences between borrowing and stealing?
- Can you describe the meaning of consent?
- Can you explain a time where you may need to seek permission?



Art and Design Technology

Year 6: Printmaking and Textiles



Core content:

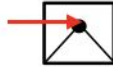
Create a simple one-point perspective drawing.

Use selected parts of a drawing to create a printed image.

Use the batik method.

Technical vocabulary:

Vanishing point – the point in the distance at which parallel lines appear to meet.



Perspective – the art of creating an effect of depth and distance in a picture.



Illusion – when something seems to exist but in fact does not or seems to be something that it is not.



batik – a method of creating patterns on cloth using hot wax.



Tjanting tool – a tool like a pen used in batik.



Resist art – where a substance such as wax is applied to a surface in order to resist paint or dye.



Connections:

Patrick Hughes
(born 1939)
British contemporary
artist



Year 6: Electrical Systems

Can switches perform more than one function?



Core content:

Learn how switches can be combined with electrical components in different ways to change the functionality of a product.

Technical vocabulary:

Switch – a device for making or breaking the connection in an electrical circuit.



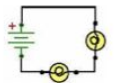
Component – one of the parts of an electrical circuit.



Parallel circuit – electrical components are connected alongside one another, forming extra loops. If a component is disconnected from one parallel wire, the components on different branches keep working.



Series circuit – components are connected in one loop. If a component is disconnected, the circuit is broken and all the components stop working.



Functionality – the purpose that something is designed for or expected to perform.



Multi-function – having many different functions.



Brief – a written description of what a new project or product should do, what is needed to produce it, how long it will take etc.



Simultaneous – happening or being done at the same time.



Connections:

Albert Sadacca (1901 – 1980)
American inventor of Christmas
tree lights



French

KNOWLEDGE ORGANISER:

Year 6 Items from daily life (money and personal effects)

Asking for goods		Personal effects	Personal effects
Combien ça coûte?	Voilà.	Il a ...	des / les baskets
Combien coûte ... ?	C'est ...	Ella a ...	des / les écouteurs
Je voudrais ...	s'il vous plait	ne ... pas	des / les chaussettes
Ça coûte ... euros.	merci	n' ... pas	des / les chaussures
... coûte ... euros.	C'est cher.	sont	des / les lunettes
un / le prix	Ce n'est pas cher.	trop	une / la carte bancaire
Quel est le prix du / de la / des ... ?	jolie / joli		un / le ticket
			un / le porte-monnaie

KNOWLEDGE ORGANISER:

Year 6 Learning together

Time	Time conjunctions	Telling the time	School objects	Questions
une / l'heure	d'abord	et quart	une / la calculatrice	Quelle heure est-il?
un / le déjeuner	ensuite	et demie	des ciseaux	
une / la récréation	après	moins le quart	un / l'agenda	Est-ce que je peux emprunter ... ?
en première heure	avant	une / l'horloge	une / la pochette	
			un / le classeur	
en deuxième heure			un / le cours	
		violet / violette	neuf / neuve	Ce n'est pas ...
en troisième heure		argenté / argentée	vieux / vieille	
		multicolore		

Music

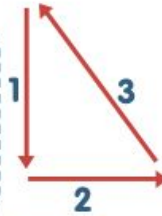
Name:

Dona nobis pacem (Give us peace)

Year 6 Term 2

Class:

Conduct the beat, follow the arrows and count 1, 2, 3/ 2, 2, 3/ 3, 2, 3/ 4, 2, 3.
Keep your hand open, palm down, nice and relaxed.



This song is in Latin, it means give us peace.

Dona nobis pacem, pacem.
Dona nobis pacem.
Dona nobis pacem.
Dona nobis pacem.
Dona nobis pacem.

Thinking voice = hearing musical notes in your head.

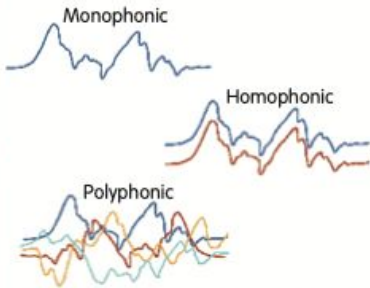


Texture = the layers in a piece of music

Monophonic = one sound

Homophonic = same sound

Polyphonic = many sounds



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1



Throw, catch (progression song)

Throw, catch. Na-na-na-na-na-na.
Throw, catch. Na-na-na-na-na-na.
Throw, catch. Na-na-na-na-na-na.
Jikeleza. (sing twice) Jikeleza. (sing twice)

Notice *Throw, catch* begins with the same three notes as *Dona nobis pacem*.

Compose an 8-bar melody

In 3-time



Based around chords F and C major



Use four 2-bar patterns from *Dona nobis pacem*

12th Century

- *O Eucharisti in Leta Via* by Hildegard von Bingen, sometime between 1140 - 1160

16th Century

- *Ronde l'La Morisque* from *Danseryel* by Teilman Susato 1551
- *If ye love me* by Thomas Tallis 1565
- *Jubilate Deo* by Giovanni Gabrieli 1597

Crotchet = 1 beat	Dotted crotchet = 1 and a half beats	Minim = 2 beats	Dotted minim = 3 beats

Arpeggio = the notes of a chord played one at a time.



Scale = a sequence of notes moving in step up or down.



I can sing a round accurately and in a legato style.



Comments:

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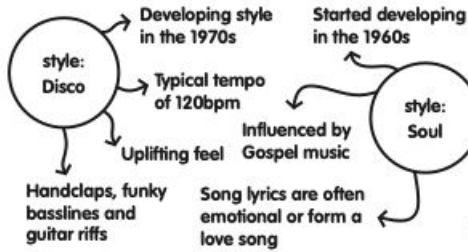
Music

Name:

Year 6 Term 2

Class:

You to me are everything



In this unit you will explore the musical features of the 1970s Soul music and compare cover versions of the same song.

The Real Thing

- ♪ A British soul group
- ♪ Formed in Liverpool in the 1970s
- ♪ First all Black British band to have a number one song in the charts
- ♪ One of Britain's most well-known soul and funk groups

Key words to use when discussing music ...

INSTRUMENTATION

The instruments playing

- Electric?
 - Acoustic?
 - Singer?
- (Solo or choir/group)



TEMPO

The speed of the music

- Fast or slow
- Beats per minute
- Upbeat or steady

PITCH

The notes played

- High or low
- Major or minor scale
- Key change (Modulation)

STRUCTURE

How the music is put together

- Verse and chorus
- Middle 8



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Cover Versions: Many artists have covered *You to me are everything*. Listen to the different versions of the song.



Make a note of the musical features which make the song sound similar or different to the original tempo, pitch, instruments, mood/feel.

<p>The Real Thing</p>	<p>Sonia</p>	<p>When listening to music, I feel confident at recognising key musical features (rhythm, tempo, timbre, structure and instruments).</p>  <p>Add a comment:</p>
<p>The Overtones</p>	<p>Anthony Strong</p>	

←
1976

←
1991

←
2018

←
2019

The Real Thing wrote *You to me are everything*.

Sonia covered *You to me are everything*

The Overtones covered *You to me are everything*

Anthony Strong covered *You to me are everything*

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Computing

COMPUTING: DATA AND INFORMATION- Introduction to Spreadsheets

KNOWLEDGE ORGANISER

V6

Overview

Spreadsheets



-Data is raw numbers and figures. Information is what we can understand from analysing data.

-There are lots of different ways that we can collect, log and interpret data, including by using spreadsheets.



-Spreadsheets organise and store data in meaningful ways so that it can be easily accessed and analysed. Computer spreadsheets are particularly useful for powerful calculations, graphs and charts.

Formulas, Calculating and Duplicating

Formulas: A formula can tell a computer which mathematical operation to use for a calculation: add, multiply, divide, or subtract. It also tells the computer which data to use.

+ = add - = subtract * = multiply / = divide

Select your cell. Use cell references to create your formula.

All formulas must begin with the = sign.

E.g. In D3, you enter the formula =D1*D2. The answer will appear in D3.



-Calculations: Sometimes there are large amounts of data that require multiple or complex sums. The 'fx' or 'sigma' icons (see below, depending on the program you are using) can help you to find averages (AVERAGE) add many cells together (SUM) and many other calculations.



-Duplicating: Duplicating allows you to create copies of the same data, without having to type it out multiple times. The copy and paste function (Ctrl+C and then Ctrl+V) can duplicate individual cells. You can duplicate whole worksheets by clicking on the worksheet name and selecting 'move or copy' then tick 'create a copy.'

What are Spreadsheets?

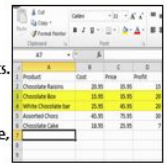
-A spreadsheet is a computer application that allows users to organise, analyse and store data in a table. Programs such as Microsoft Excel and Google Docs help users to make spreadsheets.

-A spreadsheet can be made up of multiple worksheets. They can be reordered and renamed. Each cell has a unique reference, made up of a number (the row) and letter (the column).

-Data headings allow data to be stored in a meaningful way.

-To select a cell, we click on it. To enter data, we double click on it. Data can be typed directly into a cell or into the formula bar.

-By clicking on a column or row, we can sort information in different ways (e.g. alphabetically, 0-9, etc).



Other Functions

-Formatting makes a spreadsheet easier to read. Hovering the mouse between two columns/ rows allows the user to drag them to the desired size. Right-clicking on a cell and selecting 'format cells' presents a number of options, including fonts, borders, fill etc.

-Charts and graphs can be created using the data in the spreadsheet. Select the charts icon (see below) and which fields to display in the x-axis and y-axis.



Using Spreadsheets

-Spreadsheets are commonly used by individuals and businesses across the world. They are most commonly used for organising and presenting finances, for example budgets and finance reports.

-Spreadsheets may be used by businesses to look back on past income and expenditure and to forecast future performance. They are also used for calculating taxes and deductions.

- Data is often presented in tables or graphs.



Important Vocabulary

Spreadsheet Data Heading Cells Data Columns and Rows Data Format Common Attribute Formula Calculation Cell Reference Operation Range Graph Chart Evaluate Results Comparison

COMPUTING: PROGRAMMING- Variables in Games

KNOWLEDGE ORGANISER

V6

Overview

Variables in Games



-Programming is when we make and input a set of instructions for computers to follow.

-Variables are changeable elements of a program. Scratch is one app in which we can explore variables.

-We use algorithms which we can plan, model, trial and debug, in order to create accurate command sequences that enable variables to be enacted in games.

Basic Variables

-Variables: A variable is something that is changeable. A variable can be set and changed throughout the running of a program.

In computer programming we use variables to store information that might change and can be used later in our program. E.g. in a game a variable could be the current score of the player; we would add 1 to the variable whenever the player gained a point.



Making Variables in Scratch - The Basics

-Select 'Variables' (dark orange circle) from the menu on the left. Either choose from the available variables or 'Make A Variable.'

-Select 'Events' (light orange circle) from the menu on the left. Choose what needs to happen for the variable to change. E.g. 'When this sprite clicked' or 'when space key pressed.'



More Complex Variables

-Variables should always have a value and an appropriate name.

-Adding Callouts: Select 'Looks' from the menu on the left. Add it to the variable program. Edit the text to change the callout.

-Adding Motion: Many games require sprites to change position. This is achieved using the 'Motion' commands. Select 'Motion' from the menu on the left. Choose from the available motion commands.

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-Adding Comments: Comments are a good way of showing that you understand what your code is doing. Right click on the block that you want to comment on, and add in your comment.



Sequencing and Algorithms

-A sequence is a pattern or process in which one thing follows another.

-We design algorithms (sets of instructions for performing a task) to help us program sequences involving multiple output devices (e.g. LEDs and motors).



-Programming is the process of keying in the code recognized by the computer into the software (using your algorithm).

Trialling and Debugging

-Programmers do not put their computer programs straight to work. They trial them first to find any errors:



-Sequence errors: An instruction in the sequence is wrong or in the wrong place.

-Keying errors: Typing in the wrong code.

-Logical errors: Mistakes in plan/thinking.

-If your algorithm does not work correctly the first time, remember to debug it.

Important Vocabulary

Variable Change Name Value Set Design Event Code Task Test Motion Callout

Spring Term 2024

How else can you support your child at home?

English:

Read these books about the Windrush generation which you can borrow from school:

Windrush Child (Zephaniah)

Black and British (Oluosoga)

My Name is Sunshine Simpson (Linton)

Coming to England (Benjamin)

The Story of the Windrush (Chimbiri)

Maths:

Practise counting numbers with decimals - money, measurements etc.

Look at how percentages are used in different contexts e.g. discounts in shops.

Wider curriculum:

History - Windrush Generation - Identify the similarities and differences between the Windrush Generation and migration from other areas of the world.

Science - Light - Observe how light makes shadows and identify how light reflects off surfaces and how mirrors can be used to redirect light.

Places to go with your child:

Museum of London - Windrush Stories

Science Museum - Light

Useful websites:

<https://www.nationalwindrushmuseum.com/>

<https://www.bbc.co.uk/bitesize/topics/z3nnb9q>